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# BMKT 325.50: Principles of Marketing

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## BMKT 325 – Principles of Marketing Fall 2018

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CLASS RESOURCES: Moodle  
OFFICE HOURS: By appointment

### Course Philosophy & Objectives:

This semester-long course will focus on the development and application of a conceptual model of marketing – **The Big Picture**. The Big Picture model is designed to describe the marketing functions within an organization and, more critically, a mindset associated with rigorous marketing decision-making. Together, we will work to understand the various constructs within this model, apply them to real and hypothetical business situations, and understand the model's strengths and weaknesses.



Learning objectives for this course include:

- Develop a theoretical understanding of marketing
- Develop a basic working knowledge of marketing in today's organizations
- Gain hands-on practice in marketing problem solving, applying modern marketing tools
- Develop ability to critically evaluate marketing problems from a variety of perspectives, including managerial/strategic, as well as ethical/social
- Explore career objectives

### Course Structure:

This section of Principles of Marketing is completely online. Course concepts will be delivered through a series of podcast episodes that illuminate content that is more deeply explored in the Course Notes, associated Slides, and Popular Press Readings. Graded activities include online discussion forums and quizzes, a two-phase individual writing assignment, a brief business-math assignment, a spreadsheet modeling exercise, a customer interview, and a conversation with me. The course is interactive by design, so you must be prepared to engage with me and your classmates online. As an online course, self-direction and self-discipline are critical. You are responsible for consuming the content and completing the assignments on your own. I am available for help at any point along the way, but you are expected to be proactive – in other words, seek help when you need it!

### Content Materials:

There is no required text for this class; however, there are regularly scheduled, required readings, Course Notes, podcast episodes, and slides. *All required materials are available on Moodle.*

- 1) **Podcast Episodes:** Each episode of the class podcast will focus on a construct within The Big Picture. A typical episode will consist of a 5 to 10-minute presentation of the focal course concept, followed by an in depth interview with a guest expert on that concept.
- 2) **Course Notes:** For each concept within The Big Picture, there is a corresponding Course Note. These Course Notes are best read in advance of listening to the associated podcast episode.
- 3) **Slides:** There is a slide deck associated with each concept in The Big Picture. These slides summarize the corresponding Course Note and highlight key concepts. I recommend you to refer to these slide decks when listening to the podcasts.
- 4) **Popular Press Readings, Podcasts, and Videos:** To supplement the materials outlined above, there are often assigned readings, podcasts, and videos from the popular press.

### Course Deliverables:

- 1) **Individual Position Paper:** Details of this assignment are provided in a separate document posted to Moodle. *NOTE: You must complete the Individual Position Paper Due Date Choice Task on Moodle by 11:59 pm on Sunday 9/9.*
- 2) **Quantitative Analysis Exercise:** This brief set of mathematical problems offers a basic refresher in the quantitative concepts fundamental to business and marketing. The complete assignment and answer submission sheet are available on Moodle. All answers must be submitted via the form provided on Moodle and uploaded via the Moodle submission box. **I strongly recommend showing all of your work in an attached document.** This will maximize your potential for partial credit. Note that you are permitted and encouraged to collaborate with your team\* on this assignment.

- 3) **Customer Lifetime Value Exercise:** This case-based exercise is outlined in detail in a document available on Moodle. The exercise is due via Moodle on 11/2/2018. Note that you are permitted and encouraged to collaborate with your team\* on this assignment.
- 4) **Quizzes:** There will be 10 short quizzes throughout the semester. These are based on the Podcasts, Course Notes, and Popular Press Readings that will be covered in a particular week. Quizzes are a combination of multiple choice and True/False questions, are available on Moodle, and are to be done individually. The quizzes will be open during an 18-hour time window. Quizzes will typically become available on **Thursdays** at 6 am and will close at midnight. You can only attempt each quiz once and you must complete the quiz between 6 am and midnight.
- 5) **Discussion Forums:** The Discussion Forums are a central part of this class and are a major component of your course grade (30%). The discussion areas provide you with the opportunity to deeply engage with the course material and apply the concepts to real-world scenarios. On six occasions throughout the course, I will assign one or two questions that require considerable reflection and thought before responding. Once you submit your response (via Moodle), you will then have the opportunity to view and respond to other students on your team\*. You must respond to each question individually and then offer a substantive comment (i.e., "I agree" is not a sufficient comment) on at least 2 of your teammates' postings. These discussions are essential to this course and require focused and consistent participation. In other words, the discussions carry the same weight as traditional exams.

Please follow the following guidelines for discussion posts:

- a. Use academic writing style (proper capitalization, punctuation, spelling and grammar) in all messages to avoid misunderstandings. Do not use emoticons, e-mail acronyms such as lol (laughing out loud), imho (in my humble opinion), tl;dr (too long; didn't read) and other informal, abbreviated forms of electronic writing. Some students may be using screen readers or other assistive devices that will not properly read such abbreviations. Be courteous and write in a way that is accessible and understandable for your teammates. Finally, high quality writing is expected in all posts. Please carefully proofread your responses prior to submitting.
- b. Pay close attention to the due dates for each discussion. Typically, your response to each question will be due a day or two before the discussion closes (i.e., initial contributions are typically due on Fridays by 11:59pm and follow-up comments are due by 11:59pm the following Sunday). This allows ample time to respond to your peers' posts before the discussion closes. Failure to meet the published deadlines will result in a zero for the discussion.
- c. Be sensitive to the perspective of others when expressing ideas. Do not use an authoritarian or judgmental style of writing that discourages open group discussion and trust.
- d. Stick to the topic and contribute with comments/questions that move the dialogue forward or into deeper reflection.

- e. Be concise.
  - f. Base comments on course concepts and materials and make sure to refer to them as needed.
  - g. Engage others in the discussion. Respond to comments and encourage responses. Direct interaction with your teammates is essential.
  - h. Debate and humor are welcome.
- 6) Office Hours Visit: A large part of the benefits associated with higher education is the social connections you develop. Since this is an online course, opportunities for social networking are more limited. That said, I have a deep interest in your success as a student in this class and beyond and I'd like to learn more about your career and personal objectives. To that end, the Office Hours Visit assignment requires you to schedule and attend a meeting with me of at least 15-minutes. These meetings can take place in person in my office, over the phone, or via Skype. You can reserve an appointment slot at <https://justinangle.youcanbook.me/>
- 7) Customer Insight Interview: This individual assignment is detailed in a separate document posted to Moodle. There are three possible due dates for this assignment.
- 8) Extra-credit: I host a weekly podcast called [A New Angle](#) (the podcast episodes for this course were the beginnings of this now regular show). To earn 1 point of extra credit toward your final course grade, please listen to, rate, and review the podcast on **Apple Podcasts**. Send me a screenshot of your review to earn the extra credit. If you like the program, please subscribe, share, and help us build the audience.

#### **\*Teams:**

As referenced above, several tasks in this course involve teams (Discussion Forums, Quantitative Analysis Exercise, Customer Lifetime Value Exercise). Teams of ten students have been randomly assigned. These are the people with whom you will interact on the Discussion Forum Assignments. For the Quantitative Analysis and Customer Lifetime Value Exercises, you may collaborate with any or all of your teammates and I encourage you to do so. All team members must make an individual submission on these two assignments, but it is totally fine for all members of the team to submit the same answers. Alternatively, if you prefer to work individually, there is no requirement that you collaborate on these two assignments (Note: you MUST interact with team members on the Discussion Forum assignments).

#### **Attendance:**

Attendance is irrelevant, as this is an online course. However, continuous progress in the course is required and you must follow the course schedule. All quizzes, discussions and other assignments must be completed by the stated deadlines. **LATE WORK WILL NOT BE ACCEPTED.** If you typically put everything off until the end of the semester you will not be successful in this class. I recommend that you set aside specific hours during the week to work on this class.

### Communications:

Faculty may only communicate with students regarding academic issues via official UM email accounts. Accordingly, students must correspond with their professors using authorized UM accounts. E-mail received from non-UM accounts may be flagged as spam and deleted without further response. Due to privacy and security issues, confidential information (including grades and course performance) will not be discussed via e-mail.

I will try to be timely when responding to e-mail messages. If you send an e-mail during normal business hours, you will almost always receive a response by close of business that day, or within one business day at the latest. However, messages must be professional, well-written, and grammatically correct. Be sure to put **BMKT 325** in the subject line of all correspondence when sending me messages. This will allow me to respond in a timely manner. **Finally, please check your official UM email account at least once per day.** Feel free to contact me via text message or phone as well – 206.650.5522.

Written communication skills are extremely important to succeed in business. Therefore, students should be aware that I will not accept messages that do not comply with the above specifications. In particular, I will not respond to your inquiry directly, but rather advise you to reformat and resubmit the correspondence. As a result, sending unacceptable emails will impair your ability to receive a timely response.

### Grading Breakdown:

Quantitative Analysis Exercise	5%
Customer Lifetime Value Exercise	10%
Discussion Forums	30%
Quizzes	10%
Individual Position Paper	25%
Office Hours Visit	5%
Customer Insight Interview	15%
Total	100%

*This table presents the weights applied to each of the evaluation components. Each component will be graded on a 0-100 points scale. Your final grade will be based on the weighted average of all of the graded assignments.*

Course grades will be assigned as follows (grades are not curved, nor are they rounded):

A	93 or more points
A-	90-92.9 points
B+	87-89.9 points
B	83-86.9 points
B-	80-82.9 points

C+	77-79.9 points
C	73-76.9 points
C-	70-72.9 points
D	60-69.9 points
F	59.9 or fewer points

The Fine Print – please read this stuff!

### Academic Integrity

Academic misconduct is any activity that may compromise the academic integrity of the University of Montana. Academic misconduct includes, but is not limited to, deceptive acts such as cheating and plagiarism. Please note that it is a form of academic misconduct to submit work that was previously used in another course. If cheating of any form is detected, you could be given a failing grade on the assignment in question.

The following message about academic integrity comes from the Provost's office:

*All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. The University of Montana Student Conduct Code specifies definitions and adjudication processes for academic misconduct and states, "Students at the University of Montana are expected to practice academic honesty at all times." (Section V.A., available at [http://www.umt.edu/vpsa/policies/student\\_conduct.php](http://www.umt.edu/vpsa/policies/student_conduct.php)). All students need to be familiar with the Student Conduct Code. It is the student's responsibility to be familiar the Student Conduct Code.*

In addition, the College of Business Code of Professional Conduct can be found at: <http://www.business.umt.edu/Soba/SoBAEthics/CodeofProfessionalConduct.aspx>.

### Students with Disabilities

Students with disabilities may request reasonable modifications by contacting me. The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students (DSS). "Reasonable" means the University permits no fundamental alterations of academic standards or retroactive modifications. For more information, please consult <http://www.umt.edu/disability>.

### Email

According to University policy, faculty may only communicate with students regarding academic issues via official UM email accounts. Accordingly, students must use their UM email accounts ([netid@umconnect.umt.edu](mailto:netid@umconnect.umt.edu) or [fname.lname@umontana.edu](mailto:fname.lname@umontana.edu)). Email from non-UM

accounts will likely be flagged as spam and deleted without further response. To avoid violating the Family Educational Rights and Privacy Act, confidential information (including grades and course performance) will not be discussed via phone or email.

### **Mission Statements and Assurance of Learning**

The University of Montana's College of Business enhances lives and benefits society by providing a world-class business education in a supportive, collegial environment.

We accomplish this mission by acting on our shared core values of creating significant experiences, building relationships, teaching and researching relevant topics, behaving ethically, and inspiring individuals to thrive.

As part of our assessment process and assurance-of-learning standards, the College of Business has adopted the following learning goals for our undergraduate students:

**Learning Goal 1:** COB graduates will possess fundamental business knowledge.

**Learning Goal 2:** COB graduates will be able to integrate business knowledge.

**Learning Goal 3:** COB graduates will be effective communicators.

**Learning Goal 4:** COB graduates will possess problem solving skills.